10.LVS.1.1 Students can **analyze** <u>visual</u> and <u>auditory impact</u> on the <u>credibility</u> and <u>reliability</u> of the message.

Learning targets to meet this standard:
- Identify visual cues (facial expressions, gestures, posture)
- Identify auditory elements (rate, tone, volume, inflection, enunciation)
- Recognize criteria used to determine credibility
- Recognize criteria used to determine reliability

Verbs Defined:
- Analyze - determine the relationship of the parts to the whole

Key Terms Defined:
- Auditory impact - effects of rate, tone, volume, inflection, enunciation
- Visual impact - effects of facial expressions, gestures, and posture
- Credibility - believability
- Reliability - trustworthiness

Teacher Speak:
Students can analyze (determine the relationship of the parts to the whole) visual impact (effect of facial expressions, gestures, and posture) and auditory impact (the effects of rate, tone, volume, inflection, enunciation) on the credibility (believability) and reliability (trustworthiness) of the message.

Student Speak:
I can determine the relationship of the parts to the whole (analyze) the effect of facial expressions, gestures, and posture (visual impact) and the effects of rate, tone, volume, inflection, and enunciation (auditory impact) on the believability (credibility) and trustworthiness (reliability) of the message.

Examples:

Possible resources/references:

10.LVS.1.2 Students can **evaluate** the <u>effectiveness</u> of <u>arguments</u> used by speakers.

Learning targets to meet this standard:
- Identify the arguments used by the speaker
- Identify criteria used to determine effectiveness

Verbs Defined:
- Evaluate - judge

Key Terms Defined:
- Effectiveness - ability to achieve purpose
- Arguments - points of view and supporting evidence

Teacher Speak:
Students can evaluate (judge) the effectiveness (ability to achieve purpose) of arguments (points of view and supporting evidence) used by speakers.

Student Speak:
I can judge (evaluate) the ability to achieve purpose (effectiveness) in points of view and in supporting evidence (arguments) used by speakers.

Examples:

Possible resources/references:

10.LVS.1.3 Students can **analyze** how <u>verbal and nonverbal communication</u> can **influence** the <u>interpretation</u> of the message.

Learning targets to meet this standard:
- Identify nonverbal cues
- Identify verbal cues
- Determine the influence of nonverbal cues on communication
- Determine the influence of verbal cues on communication

Verbs Defined:
- Analyze - determine the relationship of the parts to the whole
- Influence - change

Key Terms Defined:
- Verbal communication - spoken words
- Nonverbal communication (visual and auditory) - facial expressions, gestures, posture, pitch and tone of voice
- Interpretation - understanding of the meaning

Teacher Speak:
Students can analyze (determine the relationship of the parts to the whole) how verbal (spoken words) and nonverbal (facial expressions, gestures, posture, pitch and tone of voice) communication can influence (change) the interpretation (understanding of the meaning) of the message.

Student Speak:
I can determine the relationship of the parts to the whole (analyze) of how spoken words (verbal) and facial expressions, gestures, posture, pitch and tone of voice (nonverbal communication) can change (influence) the understanding of the meaning (interpretation) of the message.

Examples:

Possible resources/references:

10.LVS.1.4 Students can **clarify** and **defend** <u>positions</u> with <u>precise</u> and <u>relevant</u> <u>evidence</u> in a <u>formal</u> presentation or speech.

Learning targets to meet this standard:
- Establish a position
- Determine appropriate evidence
- Recognize types of logical fallacies
- Construct logical arguments
- Develop effective introduction and conclusion
- Select appropriate organizational pattern

Verbs Defined:
- Clarify - explain
- Defend - support

Key Terms Defined:
- Position - points of view
- Precise - exact
- Relevant - significant
- Evidence - facts, reasons, supporting details, or examples
- Formal - structured

Teacher Speak:
Students can clarify (explain) and defend (support) positions (point of view) with precise (exact) and relevant (significant) evidence (facts, reasons, supporting details, or examples) in a formal (structured) presentation or speech.

Student Speak:
I can explain (clarify) and support (defend) points of view (positions) with exact (precise) and significant (relevant) facts, reasons, supporting details, or examples (evidence) in a structured (formal) presentation or speech.

Examples:

Possible resources/references:

10.LVS.1.5 Students can **monitor** <u>audience</u> for <u>nonverbal</u> feedback and **adjust** delivery in a <u>formal</u> presentation or speech.

Learning targets to meet this standard:
- Recognize positive nonverbal feedback
- Recognize negative nonverbal feedback
- Recognize methods of adjusting delivery
- Adjust delivery according to audience feedback

Verbs Defined:
- Monitor - observe
- Adjust - change

Key Terms Defined:
- Audience - listeners
- Nonverbal feedback - body position, facial expression, or gestures
- Formal - structured

Teacher Speak:
Students can monitor (observe) audience for nonverbal feedback (body position, facial expression, or gestures) and adjust (change) delivery in a formal (structured) presentation or speech.

Student Speak:
I can observe (monitor) audience for body position, facial expression, or gestures (nonverbal feedback) and change (adjust) delivery in a structured (formal) presentation or speech.

Examples:

Possible resources/references:

10.LVS.1.6 Students can **evaluate** the <u>relationship</u> among <u>purpose</u>, <u>audience</u>, and <u>content</u> of speeches or presentations.

Learning targets for this standard:
- Identify purpose, audience, content
- Determine the connections among purpose, audience, and content

Verbs Defined:
- Evaluate - judge

Key Terms Defined:
- Purpose - intended goal
- Audience - listeners
- Content - topic
- Relationship - connections

Teacher Speak:
Students can evaluate (judge) the relationship (connections) among purpose (intended goal), audience (listeners), and content (topic) of speeches or presentations.

Student Speak:
I can judge (evaluate) the connections (relationship) among intended goal (purpose), listeners (audience), and topic (content) of speeches or presentations.

Examples:

Possible resources/references:

10.LVS.1.7 Students can **incorporate** and deliver a variety of <u>formal</u> speeches or presentations.

Learning targets to meet this standard:
- Identify verbal techniques
- Apply effective <u>verbal techniques</u> for the type of speech

Verbs Defined:
- Incorporate - use

Key Terms Defined:
- Formal – structured
- Verbal techniques - pitch, tone, volume, rate, inflections, enunciation

Teacher Speak:
Students can incorporate (use) verbal techniques (pitch, tone, volume, rate, inflections, enunciation) in formal (structured) speeches or presentations.

Student Speak:
I can use (incorporate) pitch, tone, volume, rate, inflections, enunciation (verbal techniques) in structured (formal) speeches or presentations.

Examples:

Possible resources/references:

10.LVS.1.8 Students can **construct** and **deliver** a <u>variety of formal speeches or presentations.</u>

Learning targets to meet this standard:
- Choose a logical device for introduction
- Choose a logical device for conclusion
- Use appropriate supporting strategies for presentations or speeches

Verbs Defined:
- Construct - gather material and write
- Deliver - present

Key Terms Defined:
- Variety of formal speeches or presentations - persuasive, narrative, demonstrative, or informative

Teacher Speak:
Students can construct (gather material and write) and deliver (present) a variety of formal speeches or presentations (persuasive, narrative, demonstrative, or informative).

Student Speak:
I can gather material and write (construct) and present (deliver) persuasive, narrative, demonstrative, or informative speeches or presentations (a variety of formal speeches or presentations).

Examples:

Possible resources/references: